



Arts Academy at Estrella Mountain

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2504 S. 91st Avenue, Tolleson, AZ 85353

P.L.C. Charter Schools

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 N/A

2003-04 N/A

2002-03 N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 N/A

2003-04 N/A

2002-03 N/A

School Improvement Status (b)

2004-05 N/A

2003-04 N/A

2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mrs. Sheri Kisselbach

Schedule : 07:30 AM to 04:00 PM

Grades : K-8

2005 Enrollment : 450

Web Address : www.plccharterschools.org

Phone Number : (623) 474-2120

Fax Number : (623) 936-5337

E-mail : skisselbach@plccharterschools.org

Mission

We are committed to providing a learning environment rich in the arts, where students achieve academic and social excellence while solving real-life problems in a cooperative manner. We strive to teach all children the importance, value, and worth of:

- Care for Self: Integrity - Honesty - Respect
- Care for Others: Kindness - Dependability
- Care for Community: Civic Responsibility

- We believe that every student has the ability and the right to learn.

School / Academic Goals

- ü •We believe that every student has the ability and the right to learn. We believe that learning takes place best when educators, students and parents share a common set of educational values and goals and support each other to reach these goals.
- ü •We believe our academic and arts programs will develop the inner disciplines and individual responsibilities needed to live productive lives.
- ü •We believe a student's self-esteem and individuality will be developed as their artistic gifts are fine-tuned through various arts programs.

Enrollment

October 1, 2004 School Year Student Enrollment : N/A

Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes

Number of Students Attending Under Open Enrollment in 2004-05 : 0

Instructional Programs

- Ü K - 5 Open Court Reading
- Ü 6 - 8 Prentice Hall Literature
- Ü K - 8 Saxon Math
- Ü K - 5 SRA Science
- Ü 6 - 8 Prentice Hall Science
- Ü Performing Arts - Dance, Drama, Music
- Ü Karate
- Ü Choir

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/23/2005
Last Day of School :	6/1/2006

Shared Responsibilities

School

The School's highly skilled and experienced leadership team is eager to serve you and your child through the provision of a world-class education. Your satisfaction is the School's highest priority, so we hope you will contact the School's leaders with any questions or concerns.

Parents

Parents are required to:

- * to encourage their child to strive for their personal best in all academics and to search for their artistic gifts by having the courage to attempt new things.
- * to model for their child, through their own actions and words, the true definition of Honesty, Integrity, Respect, Kindness, Dependability, and Civic Responsibility.
- * to support the Code of Conduct and work and communicate with the school to promote their child's learning.

Transportation Policy

We do not provide transportation.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	18	79306	--	95	99	--	421	445	--	13	10	--	20	18	--	67	51	--	0	20
All Students (Prior Year)	--	25	75509	--	100	100	--	506	521	--	4	13	--	42	23	--	38	33	--	17	31
Female	--	12	38691	--	100	99	--	417	446	--	20	10	--	20	18	--	60	52	--	0	20
Male	--	NC	40583	--	NC	99	--	NC	445	--	NC	11	--	NC	18	--	NC	50	--	NC	21
African American	--	NC	4041	--	NC	99	--	NC	426	--	NC	17	--	NC	23	--	NC	50	--	NC	10
Hispanic	--	NC	32869	--	NC	99	--	NC	429	--	NC	15	--	NC	25	--	NC	51	--	NC	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	--	NC	36197	--	NC	99	--	NC	463	--	NC	5	--	NC	11	--	NC	53	--	NC	31
Students with Disabilities	--	NC	10321	--	NC	100	--	NC	389	--	NC	30	--	NC	27	--	NC	34	--	NC	9
Students without Disabilities	--	16	69060	--	100	98	--	424	454	--	8	7	--	23	17	--	69	54	--	0	22
Limited English Proficient Students	--	NC	15509	--	NC	100	--	NC	406	--	NC	20	--	NC	30	--	NC	45	--	NC	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	--	12	39415	--	92	96	--	423	431	--	11	15	--	22	25	--	67	50	--	0	10
Non-Economically Disadvantaged	--	NC	39966	--	NC	100	--	NC	459	--	NC	6	--	NC	12	--	NC	52	--	NC	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	18	79395	--	0	99	--	438	446	--	7	9	--	33	25	--	60	55	--	0	11
All Students (Prior Year)	--	25	75492	--	100	100	--	534	519	--	0	12	--	17	16	--	42	47	--	42	24
Female	--	12	38743	--	0	100	--	438	451	--	10	7	--	30	24	--	60	57	--	0	12
Male	--	NC	40618	--	NC	99	--	NC	440	--	NC	11	--	NC	27	--	NC	53	--	NC	9
African American	--	NC	4052	--	NC	100	--	NC	434	--	NC	11	--	NC	29	--	NC	54	--	NC	6
Hispanic	--	NC	32915	--	NC	99	--	NC	426	--	NC	15	--	NC	35	--	NC	47	--	NC	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	--	NC	36221	--	NC	99	--	NC	465	--	NC	4	--	NC	15	--	NC	63	--	NC	17
Students with Disabilities	--	NC	10331	--	NC	100	--	NC	388	--	NC	25	--	NC	37	--	NC	34	--	NC	4
Students without Disabilities	--	16	69139	--	0	99	--	444	454	--	0	7	--	38	24	--	62	58	--	0	11
Limited English Proficient Students	--	NC	15545	--	NC	100	--	NC	399	--	NC	21	--	NC	42	--	NC	35	--	NC	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	--	12	39484	--	0	96	--	445	429	--	0	14	--	44	35	--	56	47	--	0	4
Non-Economically Disadvantaged	--	NC	39986	--	NC	100	--	NC	461	--	NC	4	--	NC	16	--	NC	63	--	NC	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	18	78869	--	95	99	--	477	442	--	0	6	--	13	21	--	80	63	--	7	10
All Students (Prior Year)	--	25	75053	--	100	99	--	630	597	--	0	7	--	4	12	--	88	72	--	8	9
Female	--	12	38536	--	100	99	--	477	458	--	0	4	--	10	15	--	90	67	--	0	14
Male	--	NC	40302	--	NC	99	--	NC	428	--	NC	8	--	NC	26	--	NC	60	--	NC	7
African American	--	NC	4015	--	NC	99	--	NC	430	--	NC	8	--	NC	24	--	NC	61	--	NC	7
Hispanic	--	NC	32606	--	NC	98	--	NC	426	--	NC	8	--	NC	27	--	NC	60	--	NC	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	--	NC	36078	--	NC	99	--	NC	459	--	NC	4	--	NC	16	--	NC	66	--	NC	14
Students with Disabilities	--	NC	10246	--	NC	100	--	NC	367	--	NC	18	--	NC	39	--	NC	40	--	NC	4
Students without Disabilities	--	16	68697	--	100	98	--	482	454	--	0	4	--	8	18	--	85	67	--	8	11
Limited English Proficient Students	--	NC	15339	--	NC	100	--	NC	399	--	NC	11	--	NC	31	--	NC	54	--	NC	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	--	12	39106	--	92	95	--	481	427	--	0	8	--	11	28	--	78	59	--	11	5
Non-Economically Disadvantaged	--	NC	39837	--	NC	100	--	NC	457	--	NC	4	--	NC	14	--	NC	67	--	NC	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	17	78906	--	94	99	--	480	498	--	14	13	--	29	19	--	57	48	--	0	20
All Students (Prior Year)	--	11	76019	--	100	100	--	470	499	--	27	14	--	36	39	--	9	14	--	27	33
Female	--	10	38644	--	100	99	--	478	500	--	10	12	--	30	19	--	60	49	--	0	19
Male	--	NC	40236	--	NC	99	--	NC	497	--	NC	15	--	NC	19	--	NC	46	--	NC	20
African American	--	NC	4087	--	NC	99	--	NC	481	--	NC	20	--	NC	24	--	NC	45	--	NC	11
Hispanic	--	NC	31938	--	NC	99	--	NC	481	--	NC	19	--	NC	25	--	NC	46	--	NC	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	--	NC	36483	--	NC	99	--	NC	517	--	NC	7	--	NC	13	--	NC	51	--	NC	30
Students with Disabilities	--	NC	10664	--	NC	100	--	NC	430	--	NC	42	--	NC	27	--	NC	26	--	NC	5
Students without Disabilities	--	14	68310	--	100	98	--	490	509	--	0	9	--	36	18	--	64	51	--	0	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	12	38679	--	92	96	--	478	483	--	22	20	--	11	25	--	67	45	--	0	10
Non-Economically Disadvantaged	--	NC	40295	--	NC	100	--	NC	513	--	NC	7	--	NC	13	--	NC	50	--	NC	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	17	78908	--	0	99	--	474	484	--	14	10	--	14	23	--	71	58	--	0	9
All Students (Prior Year)	--	10	76020	--	100	100	--	490	503	--	60	25	--	0	23	--	30	40	--	10	12
Female	--	10	38648	--	0	99	--	472	489	--	10	8	--	20	22	--	70	61	--	0	10
Male	--	NC	40233	--	NC	99	--	NC	479	--	NC	12	--	NC	25	--	NC	55	--	NC	8
African American	--	NC	4092	--	NC	99	--	NC	473	--	NC	12	--	NC	28	--	NC	54	--	NC	5
Hispanic	--	NC	31940	--	NC	99	--	NC	465	--	NC	16	--	NC	32	--	NC	49	--	NC	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	--	NC	36502	--	NC	99	--	NC	502	--	NC	4	--	NC	14	--	NC	67	--	NC	15
Students with Disabilities	--	NC	10665	--	NC	100	--	NC	423	--	NC	30	--	NC	36	--	NC	31	--	NC	2
Students without Disabilities	--	14	68312	--	0	98	--	488	493	--	0	7	--	9	21	--	91	62	--	0	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	12	38662	--	0	96	--	463	468	--	22	16	--	22	32	--	56	49	--	0	3
Non-Economically Disadvantaged	--	NC	40315	--	NC	100	--	NC	498	--	NC	5	--	NC	15	--	NC	66	--	NC	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	16	78750	--	89	99	--	510	500	--	7	6	--	21	29	--	64	63	--	7	2
All Students (Prior Year)	--	11	75673	--	100	100	--	494	530	--	18	12	--	36	25	--	45	58	--	0	4
Female	--	10	38586	--	100	99	--	506	515	--	10	4	--	20	22	--	60	71	--	10	3
Male	--	NC	40135	--	NC	99	--	NC	486	--	NC	8	--	NC	35	--	NC	56	--	NC	1
African American	--	NC	4081	--	NC	99	--	NC	488	--	NC	8	--	NC	32	--	NC	59	--	NC	2
Hispanic	--	NC	31841	--	NC	99	--	NC	483	--	NC	8	--	NC	36	--	NC	55	--	NC	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	--	NC	36440	--	NC	99	--	NC	516	--	NC	3	--	NC	22	--	NC	71	--	NC	4
Students with Disabilities	--	NC	10622	--	NC	100	--	NC	415	--	NC	21	--	NC	50	--	NC	28	--	NC	1
Students without Disabilities	--	13	68196	--	93	98	--	534	513	--	0	3	--	27	25	--	64	69	--	9	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	11	38558	--	85	96	--	481	485	--	11	8	--	33	37	--	56	54	--	0	1
Non-Economically Disadvantaged	--	NC	40260	--	NC	100	--	NC	514	--	NC	3	--	NC	21	--	NC	72	--	NC	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	15	78250	--	94	99	--	542	548	--	23	21	--	23	18	--	46	48	--	8	13
All Students (Prior Year)	--	17	75001	--	89	99	--	427	468	--	69	37	--	25	36	--	6	16	--	0	10
Female	--	NC	38071	--	NC	99	--	NC	549	--	NC	20	--	NC	19	--	NC	49	--	NC	12
Male	--	NC	40126	--	NC	99	--	NC	547	--	NC	23	--	NC	17	--	NC	46	--	NC	14
African American	--	NC	4058	--	NC	99	--	NC	523	--	NC	32	--	NC	22	--	NC	41	--	NC	5
Hispanic	--	NC	29129	--	NC	99	--	NC	527	--	NC	32	--	NC	23	--	NC	40	--	NC	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	NC	4996	--	NC	100	--	NC	518	--	NC	36	--	NC	25	--	NC	36	--	NC	4
White	--	NC	38320	--	NC	99	--	NC	568	--	NC	12	--	NC	14	--	NC	55	--	NC	19
Students with Disabilities	--	NC	9329	--	NC	100	--	NC	454	--	NC	64	--	NC	18	--	NC	16	--	NC	2
Students without Disabilities	--	14	68996	--	100	99	--	542	561	--	25	16	--	25	18	--	42	52	--	8	14
Limited English Proficient Students	--	NC	10133	--	NC	100	--	NC	488	--	NC	45	--	NC	25	--	NC	28	--	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	--	NC	33388	--	NC	94	--	NC	530	--	NC	32	--	NC	22	--	NC	40	--	NC	5
Non-Economically Disadvantaged	--	NC	44937	--	NC	100	--	NC	561	--	NC	13	--	NC	15	--	NC	54	--	NC	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	15	78302	--	0	99	--	518	512	--	0	11	--	31	25	--	69	57	--	0	7
All Students (Prior Year)	--	18	74918	--	95	99	--	469	497	--	59	32	--	12	19	--	18	35	--	12	15
Female	--	NC	38082	--	NC	99	--	NC	518	--	NC	8	--	NC	24	--	NC	61	--	NC	7
Male	--	NC	40166	--	NC	99	--	NC	507	--	NC	14	--	NC	26	--	NC	54	--	NC	6
African American	--	NC	4064	--	NC	100	--	NC	498	--	NC	14	--	NC	29	--	NC	54	--	NC	3
Hispanic	--	NC	29152	--	NC	99	--	NC	492	--	NC	17	--	NC	34	--	NC	46	--	NC	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	NC	4993	--	NC	100	--	NC	484	--	NC	19	--	NC	38	--	NC	42	--	NC	1
White	--	NC	38347	--	NC	99	--	NC	531	--	NC	5	--	NC	17	--	NC	68	--	NC	10
Students with Disabilities	--	NC	9353	--	NC	100	--	NC	429	--	NC	40	--	NC	38	--	NC	22	--	NC	1
Students without Disabilities	--	14	69024	--	0	99	--	519	524	--	0	7	--	33	23	--	67	62	--	0	7
Limited English Proficient Students	--	NC	10140	--	NC	100	--	NC	451	--	NC	28	--	NC	43	--	NC	29	--	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	--	NC	33398	--	NC	94	--	NC	495	--	NC	18	--	NC	35	--	NC	46	--	NC	2
Non-Economically Disadvantaged	--	NC	44979	--	NC	100	--	NC	525	--	NC	6	--	NC	18	--	NC	66	--	NC	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	15	78094	--	94	99	--	533	545	--	8	3	--	8	18	--	85	77	--	0	2
All Students (Prior Year)	--	18	74503	--	95	99	--	425	491	--	12	9	--	71	32	--	18	51	--	0	8
Female	--	NC	38025	--	NC	99	--	NC	558	--	NC	2	--	NC	13	--	NC	82	--	NC	2
Male	--	NC	40013	--	NC	99	--	NC	534	--	NC	5	--	NC	23	--	NC	71	--	NC	1
African American	--	NC	4037	--	NC	99	--	NC	532	--	NC	4	--	NC	22	--	NC	73	--	NC	1
Hispanic	--	NC	29068	--	NC	99	--	NC	523	--	NC	5	--	NC	27	--	NC	67	--	NC	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	NC	4981	--	NC	100	--	NC	526	--	NC	4	--	NC	25	--	NC	70	--	NC	0
White	--	NC	38265	--	NC	99	--	NC	564	--	NC	2	--	NC	11	--	NC	84	--	NC	3
Students with Disabilities	--	NC	9275	--	NC	100	--	NC	444	--	NC	14	--	NC	46	--	NC	39	--	NC	1
Students without Disabilities	--	14	68892	--	100	98	--	531	559	--	8	2	--	8	14	--	83	82	--	0	2
Limited English Proficient Students	--	NC	10084	--	NC	100	--	NC	474	--	NC	10	--	NC	39	--	NC	50	--	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	--	NC	33296	--	NC	94	--	NC	527	--	NC	5	--	NC	27	--	NC	67	--	NC	0
Non-Economically Disadvantaged	--	NC	44871	--	NC	100	--	NC	559	--	NC	2	--	NC	12	--	NC	84	--	NC	3

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

No AIMS test data found for this school.

The AIMS is administered only to Grades 3,5,8,10.

The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Not Evaluated
	Met Test Objectives?	Not Evaluated
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Not Evaluated

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	66	50	--	--	NA	58	--	--	26	47
	Language	--	--	69	43	--	--	22	50	--	--	21	47
	Mathematics	--	--	79	57	--	--	30	64	--	--	16	50
3	Reading	--	--	47	47	--	--	NA	55	--	--	45	44
	Language	--	--	35	54	--	--	61	61	--	--	41	44
	Mathematics	--	--	42	54	--	--	51	61	--	--	44	51
4	Reading	--	--	36	52	--	--	NA	56	--	--	54	48
	Language	--	--	30	48	--	--	51	52	--	--	57	49
	Mathematics	--	--	29	57	--	--	55	61	--	--	55	53
5	Reading	--	--	35	50	--	--	NA	55	--	--	44	50
	Language	--	--	21	46	--	--	NA	49	--	--	52	50
	Mathematics	--	--	25	57	--	--	NA	63	--	--	40	49
6	Reading	--	--	47	53	--	--	NA	56	--	--	41	51
	Language	--	--	39	45	--	--	26	48	--	--	30	47
	Mathematics	--	--	39	62	--	--	34	66	--	--	27	52
7	Reading	--	--	36	51	--	--	NA	54	--	--	47	50
	Language	--	--	22	54	--	--	39	58	--	--	45	52
	Mathematics	--	--	26	58	--	--	34	62	--	--	36	50
8	Reading	--	--	29	53	--	--	NA	55	--	--	53	51
	Language	--	--	20	49	--	--	24	52	--	--	50	50
	Mathematics	--	--	24	58	--	--	29	61	--	--	44	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Arts Academy at Estrella Mountain

School Site Council

Council Composition

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Council Duties

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	18.00
Other Professional Staff	4.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	0	0	0
4 to 6 years	4	0	0	0
7 to 9 years	1	0	0	0
10 or more years	3	0	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Dance Room
- Ü Future music and art studios

Extracurricular Activities

- | | |
|----------------|--------------|
| Ü Pom/Cheer | Ü Basketball |
| Ü Honors Choir | Ü Track |
| Ü Guitar Club | Ü Band |
| Ü Book Club | Ü Art Club |

Social Services

- Ü Touchstone Before and After School Care

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

ü We are a brand new school with lots of great things planned for the future. We know our kids will achieve many wonderful things!

Student Activity Rates for School Year 2004-05

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	NA	95	94	95
Transfers Out Rates ⁵	NA	12	12	17
Transfers In Rate ⁶	NA	28	28	37
Stability Rate ⁷	NA	87	87	82
Promotion Rate ⁸	NA	96	95	81
Retention Rate ⁹	NA	1	1	3
Dropout Rate ¹⁰	NA	0	1	6
Status Unknown ¹¹	NA	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have a zero tolerance policy in dealing with student misbehavior. Zero tolerance forbids any action that injures another person emotionally, educationally or physically. Any activity causing a disruption to the educational process effects many more people than the student performing the action. We hold our students to the highest standards and as an administration we have discovered that having high standards and being consistent enables students to feel and be safe.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	To Be Determined	(623) 474-2120
Transportation Policy		
Community Resources	To Be Determined	
School Nutrition Programs	Mrs. Perkins	(623) 474-2120
Parent Organization	To Be Determined	(623) 474-2120
Student Health/Nurse	Nurse Blenda	(623) 474-2120

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.